DOCUMENT RESUME

ED 474 841 CE 084 513

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TITLE	Pennsylvania's Family Literacy Programs: Results of a Statewide Evaluation, 1998-1999.
INSTITUTION	Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE	2000-11-00
NOTE	40p.; For the 1999-2000 edition, see CE 084 341. Letter from governor blurry and may not copy well.
AVAILABLE FROM	For full text: http://www.pafamilyliteracy.org/pafamilyliteracy/lib/pafamilylite racy/pafamlit.pdf.
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	*Adult Basic Education; Adult Literacy; Basic Skills; Community Cooperation; Delivery Systems; Economic Status; Educational Cooperation; *Family Literacy; Family School Relationship; Limited English Speaking; *Literacy Education; *Outcomes of Education; Parent Child Relationship; Parent Education; Parents as Teachers; Preschool Education; Primary Education; *Program Effectiveness; Program Evaluation; *State Programs; Technical Assistance
IDENTIFIERS	*Pennsylvania

ABSTRACT

A statewide evaluation indicated Pennsylvania's family literacy programs were meeting goals and providing family-centered, integrated educational services for eligible families. Findings indicated that family literacy programs recruited eligible and "most in need" families; enrolled families had young children; parents had limited formal schooling or limited English proficiency; families participated fully in the family literacy program and gained access to needed support services; generally, families participated in the program for nearly six months, during which parents and children participated in family activities; parents participated in adult basic and parent education, while their children participated in preschool and elementary education or developmentally appropriate child care; with help of family literacy staff, families received additional support services, as necessary; programs were successful in providing education leading to statistically significant improvements in adults' academic skills and significant changes in families' economic status; parents increased the number and types of literacy-related activities they participated in with their children; and programs appeared to have a positive impact on preschool children's readiness to learn and school-age children's success in school. Three broad areas for improving services were ongoing technical assistance and support; assistance in building effective local collaborations; and alternative delivery systems. (Appendixes include 21 tables and descriptions of assessment instruments.) (YLB)

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Pennsylvania Family Literacy

Pennsylvania's Family Literacy Programs

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Results of a Statewide Evaluation 1998 - 1999

Commonwealth of Pennsylvania, Tom Ridge, Governor
Pennsylvania Department of Education, Eugene W. Hickok, Secretary

November 2000

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CE 080 373

Report

Report to the Pennsylvania Department of Education
Bureau of Adult Basic and Literacy Education

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Acknowledgements

This report represents the work of many individuals, including:

- Act 143 and the Even Start Family Literacy program staff who collected the data;
- Family literacy program staff who hosted the focus groups with parents;
- Parents who participated in the focus groups;
- Staff in community agencies and organizations who completed the survey on collaboration; and
- Peggy Grumm, Project Assistant, who managed the data at the Institute and provided ongoing support to family literacy staff.

Thank you also to Family Literacy Coordinator Don Paquette and Director Cheryl Keenan in the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education for their support and guidance.

And, finally, a special thank you to Governor Tom Ridge and First Lady Michele Ridge, and to Pennsylvania legislators for their support of family literacy.

Barbara Van Horn
Family Literacy Evaluator

Commonwealth of Pennsylvania
Office of the Governor
Harrisburg

The Governor

Dear Pennsylvanians:

Education is the ultimate tool of empowerment – it's the most important investment we can make to help our children succeed in life. And reading is the foundation of a quality education.

Pennsylvania's family literacy programs help families to build strong reading and other life skills that parents need to become self-sufficient and children need to learn and grow. Best of all, families can work side-by-side, and moms and dads can become important teachers in their children's lives. Services also connect children to after instructional activities in their local schools, such as Read-to-Succeed. And parents can receive job-skills training or complete their GEDs. Family literacy programs literally can turn lives around!

Thanks to increased funding in this year's state budget, all 67 Pennsylvania counties now offer family literacy programs. We're delighted with the results of this first statewide evaluation of Pennsylvania's family literacy programs. Parents and children both showed educational progress, and parents became more involved in helping their children learn. Family literacy services are making a difference for families across the Commonwealth. That's good news for all of us!

Sincerely,

Tom Ridge

Tom Ridge

Michele M. Ridge

Michele M. Ridge

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Executive Summary

The Pennsylvania Department of Education Bureau of Adult Basic and Literacy Education (ABLE) administers two family literacy programs. One is supported with federal funds through the Even Start Family Literacy Program. The second is the Ridge administration's family literacy program supported with state funds through Pennsylvania's Adult Literacy Act 143.

Family literacy programs address the literacy needs of all members of the family while promoting parents' involvement in their children's education as the children's first teachers and most powerful influence on their academic success. These programs improve educational opportunities of eligible families by integrating early childhood education and adult education in a unified program. They also strive to build on existing community resources, implementing and maintaining local educational partnerships for family learning.

To determine the effectiveness of these family literacy programs, the statewide evaluation focused on answering three questions:

- To what extent did family literacy programs identify and recruit eligible and "most in need" families?
- To what extent did families participate in the educational and support services offered through the family literacy program?
- What impact did the family literacy program have on participating families?

Findings: Family Literacy Makes a Difference

Programs Served Families Most in Need of Services

In 1998-99 family literacy programs enrolled 1,638 families "most in need of services" in terms of income, employment, and schooling. As such, programs targeted services to low-income families with young children that also had at least one parent with basic skills needs. *Demographic information on the enrolled families indicated that programs have successfully enrolled eligible families.*

Generally, parents received public assistance and were not employed.

- Over 80 percent of the families reported incomes of less than $12,000 per year;
- Nearly two-thirds of the families received public assistance; and
- Only one-quarter were employed either part-time or full-time.

Parents in participating families had limited formal schooling and/or limited proficiency with the English language.

- Over two-thirds of participating parents lacked a high school diploma or equivalent;
- Parents with diplomas had academic skill deficiencies when assessed with a basic skills test; and
- Parents who were non-native speakers of English lacked English language proficiency.

Family literacy programs served both single-parent and two-parent families with young children.

- In most cases, the mother was the primary participant with her children;
- Most families enrolled one or two children; and
- The average age of participating children was three years and five months.

Adults' Basic Skills Improved

Adults' academic and English language skills were regularly assessed. Test results indicated that:

- Adults demonstrated significant gains in reading, mathematics, language usage, and spelling;
- Adults demonstrated significant gains in oral and written English language proficiency;
- Adults demonstrated significant gains in writing, social studies, science, literature and the arts; and
- Over half of the adults completing the General Education Diploma (GED) tests received passing scores.

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Parents Achieved Personal Goals

Parents set personal goals when they entered the family literacy program. At the end of the year, nearly half of those who set an employment goal achieved it. Over one-quarter who set an academic goal achieved it.

Parents Supported Their Children's Literacy Development

Family literacy programs measured changes in literacy-related activities that parents engaged in with their children. After participating in the family literacy program,

- Parents and children read to each other more often;
- Children read for fun more often;
- Parents took their children to libraries more often;
- Parents volunteered in their children's schools more frequently;
- Parents talked with their children more often about school; and
- Parents talked with their child's teacher more often and were more likely to speak with them about positive school behavior and good academic progress.

Children Entered School Ready to Learn

Family literacy programs measured children's development growth to assess their "readiness for learning." Results demonstrated that:

- Children made significant gains in personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development;
- Children made significant gains in initiative, social relations, creative representation, music and movement, language and literacy, and logic and mathematics; and
- Children made significant gains in gross motor, fine motor, cognitive, language, self-help, and social/emotional or personal/social, and pre-writing.

Children Were Successful in School

Elementary school teachers completed a report on children participating in a family literacy program in his/her classroom. The report was based on Title I achievement categories currently used in Pennsylvania elementary schools. Teachers' ratings indicated that:

- Nearly 90 percent of the children showed gains in skills when rated on overall school performance;
- Half of the children made progress by moving from a lower proficiency category, and 42 percent made progress but stayed within the same category; and
- Although approximately half were proficient in reading, writing, and mathematics in terms of overall achievement, nearly 80 percent displayed gains in those skills through out the school year.

Teachers reported additional accomplishments observed during the school year.

- Two-thirds of participating children had begun talking positively about school and had become more interested in learning;
- Nearly 60 percent also were reading more books; and
- Children displayed more positive behaviors during school hours, such as fewer discipline problems in the class room, talking positively about school, and increased self-esteem.

Family Economic Status Improved

Families experienced changes to parents' employment status and income over the program year.

- 14 percent of adults obtained either part-time or full-time employment;
- 15 percent of those who had been employed part-time gained full-time employment;
- Average family income increased from $8,100 to $8,400 by the end of the program year;
- For employed adults, the percent receiving benefits increased from 19 percent to 25 percent; and
- 12 percent of the families reduced their dependence on public assistance.

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Programs Built Community Collaboration

Family literacy programs depend on building effective partnerships to serve participants. Findings from a survey of agencies and organizations working with family literacy programs suggested that:

- Ongoing communication and networking among agencies serving family literacy participants was beneficial to all parties; and
- Generally, the level of commitment was limited to referrals rather than to more substantive collaboration.

It appears that two situations contributed to the limited nature of current collaborations.

- Family literacy programs and potential collaborating agencies and organizations were not equally mandated to support local collaboration and resource sharing; and
- Local entities may not have had sufficient funds to share with family literacy programs. For example, Head Start programs may not have had funds to support additional early childhood educators to work with children enrolled in the family literacy program.

Families Accessed Necessary Support Services

Local networking and support from family literacy staff helped families receive needed support services.

- One-third began receiving new employment and training services;
- Over one-quarter began receiving transportation and childcare services,
- Nearly 20 percent began receiving professional counseling service;
- 14 percent received health-related services or services of a translator; and
- One-quarter of participating children began receiving early intervention, Title I, special education, or English as a second language (ESL) services.

Conclusions and Recommendations

Conclusions

Evaluation findings indicated areas in which family literacy programs were effective in meeting program goals and the needs of participating families. Specifically,

- Pennsylvania's family literacy programs were successful in providing education leading to statistically significant improvements in adults' academic skills;
- These programs had a positive impact on preschool children's readiness to learn;
- Elementary school teachers reported that school-age children demonstrated gains in academic areas, were more positive about schooling, exhibited less disruptive behavior in school, and were reading more books;
- Parents reported that they have increased the number and types of literacy-related activities they participate in with their children;
- Parents reported reaching personal academic and employment goals; and
- Families experienced increases in income and in parents' employment.

Recommendations

The evaluation findings also suggested the following areas in which family literacy programs might improve services:

- Newly established family literacy programs need ongoing technical assistance and support to help establish effective procedures for identifying and recruiting families eligible for the program's services;
- All family literacy programs need assistance in building effective local collaborations that move beyond simple referral services; and
- Family literacy programs should explore alternative delivery systems (e.g., distance learning, evening or weekend sessions) to meet the needs of parents who find work responsibilities make it difficult or impossible to continue participating in the program.

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Pennsylvania's Family Literacy Programs
Results of a Statewide Evaluation 1998-1999

Background

During 1998, the Bureau of Adult Basic and Literacy Education (ABLE) began administering two family literacy programs. One program is supported with federal funds through the Even Start Family Literacy Program (Elementary and Secondary Education Act, Title I). The second is a new program supported with state funds allocated for family literacy through Pennsylvania's Adult Literacy Act 143. During the 1998-99 program year, 48 family literacy programs offered comprehensive education services in 36 counties. To determine the effectiveness of these family literacy programs, the Bureau of ABLE selected the College of Education's Institute for the Study of Adult Literacy at the Pennsylvania State University to design and conduct a statewide evaluation. Although the design of Pennsylvania Act 143 and Even Start family literacy programs varies slightly, all have basic characteristics in common. These commonalties made it possible to design an evaluation that draws on common elements.

What is Family Literacy?

Even Start and Act 143 family literacy programs improve the educational opportunities of eligible families by integrating early childhood education and adult education in a unified program.

Both family literacy programs seek to break the intergenerational cycle of under-education and poverty by providing integrated educational programs to:

- Improve parents' basic academic and literacy skills (adult basic and literacy education);
- Support children's development and emergent literacy skills (early childhood and elementary education); and
- Increase parents' skill and knowledge about their rights and responsibilities as their children's first teacher and partners in their children's education (parent time, parent involvement, parent and child together/PACT).

Family literacy programs also:

- Provide integrated literacy services focusing on family educational needs;
- Establish and maintain community collaborations that build on existing resources; and
- Offer instruction that provides families with the tools and support needed to become self-sufficient.

Pennsylvania's family literacy programs offer four instructional components: adult basic and literacy education, parent education and support, structured parent and child together (PACT), and early childhood education. Typically, educational services are offered in an educational center, such as a Head Start, or local elementary school site; however, some programs also offer home-based services that involve regularly scheduled visits by family literacy staff. Although Even Start and Act 143 family literacy dollars support most of the educational services provided, family literacy programs depend on local collaboration among adult education, early childhood education, and elementary education providers to offer integrated services.

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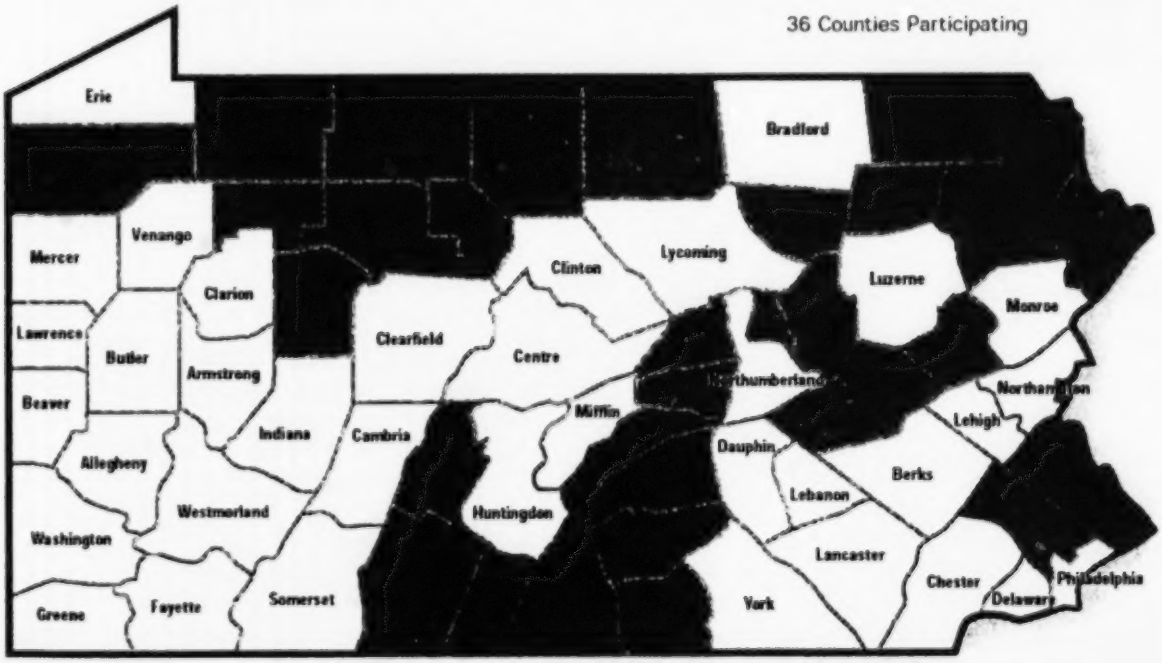
Statewide Evaluation: Determining the Success of Family Literacy Programs

This statewide evaluation focused on determining the effectiveness of Pennsylvania's family literacy programs in providing integrated family-centered adult literacy and early childhood education and related support services to meet the educational needs of eligible families. The key evaluation questions were:

- To what extent did family literacy programs identify and recruit eligible and "most in need" families?
- To what extent did families participate in the educational and support services offered through the family literacy program?
- To what extent did participation in the family literacy program result in positive outcomes for parents and their children?

The evaluation team collected and analyzed demographic and assessment data on participating families, conducted focus groups with parents, and surveyed community agencies and organizations that collaborated with the family literacy programs. This report summarizes the results of the evaluation.

36 Counties Participating



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"I like the fact that the [family literacy] program is holistic. It encourages family cohesiveness. You have the opportunity, [and] you work with the mother, you work with the father, you work with the child. Then they all can come together as one and do things together."

Focus group of parents participating in family literacy program, June 1999

Findings: Family Literacy Makes a Difference

Programs Served Families Most in Need of Services

Family literacy programs enrolled eligible families that were defined as "most in need" in terms of income, employment, and schooling.

As such, family literacy programs targeted services to low-income families with young children that also had at least one parent with basic skills needs. (i.e., lacked a high school diploma or had basic skill deficiencies that limited employment).

Income & Employment

Typically parents received public assistance and were not employed:

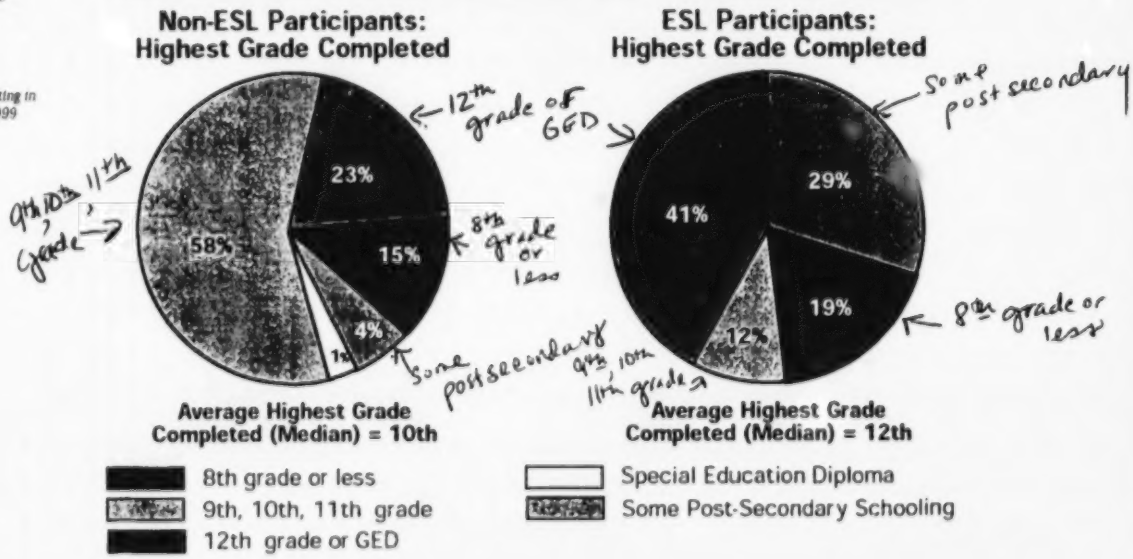
- More than 80 percent of families reported incomes of less than $12,000 per year;
- Almost half reported incomes less than $6,000 per year;
- Nearly two-thirds of families received public assistance;
- Only one-quarter were employed either part-time or full-time; and
- Less than 20 percent of those employed had jobs that included benefits.

Schooling

Parents in participating families had limited formal schooling and/or limited proficiency with the English language;

- For native English speakers, over two-thirds lacked a high school diploma or equivalent;
- Parents with diplomas, showed deficiencies in academic skills (i.e., reading, mathematics) when assessed with a standardized test of basic skills;

Years of School Completed



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- Non-native speakers of English completed an average of 12 years of schooling in their native countries but lacked English language proficiency; and
- Some programs served teen parents still in high school; however, this was a small percent (2.5 percent) of the total number served.

Families Participated Actively in Family Literacy Services

Family literacy programs served both single parent and two-parent families:

- Nearly half of the parents registered in Pennsylvania family literacy programs were married; and
- Non-native English speaking parents were more than twice as likely as native English speakers to be married, 76 percent and 34 percent respectively.

Nearly half of the families enrolled in the family literacy programs were African-American or Hispanic:

- Caucasian families comprise 46 percent with the remaining families reporting Asian, Native American, or other ethnicities; and
- Overall, 8 percent of the families required English as a second language services.

Generally, participating families included a fairly young parent with preschool aged children The average age of the participating adult was 28 years:

- The majority of adults (62 percent) fell between the ages of 21 and 35;
- The average age of the children participating in the program was three years and five months;
- Almost a third of participating children were under the age of two; and
- Nearly half were between the ages of two and four, and a quarter were five years or older.

Family literacy providers registered 1,638 families for participation in their programs. Although some of these families did not participate regularly, active participants included 1,540 adults and 2,175 children:

- In most cases, the mother was the primary participant with her child/ren, although;
- 10 percent of the adult participants were fathers;
- Nearly 4 percent of the children participated with a grandmother or another relative; and
- Most families enrolled one or two children.

Active participants included 1540 adults and 2175 children.

Although all Act 143 programs and three Even Start programs were new as of July 1998, all other Even Start programs had been operating for at least three years (range 3-10 years). In established programs, families may continue to participate across program years:

- 60 percent of families participating in established Even Start programs continued to participate during the 1998-99 program year;
- On average, adults who remained in the program for at least 12 hours accumulated 63 hours of adult education instruction;
- In addition, they participated in an average of 15 hours of parent education and another 15 hours of structured parent and child activities; and

"I'm doing the same kinds of things that my kids are doing in their school, so I can better help them with their homework."

Focus group of parents participating in family literacy program, June 1999

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"It's hard being a single parent, and the teachers make it a lot easier. They give me ideas on what to do to solve problems."

Focus group of parents participating in family literacy program, June 1999

- Overall, preschool aged children participated in 139 hours of early childhood education; and
- Familes also participated in an average of three to five home visits.

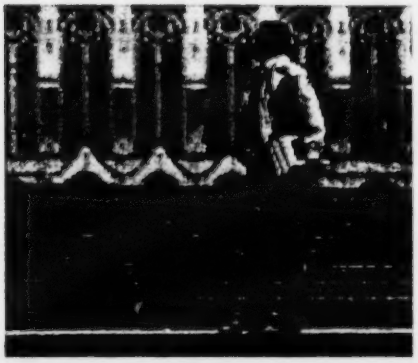
Parents enrolled in family literacy programs for various reasons. The three most common reasons for enrolling were to:

- Help their children develop skills or help them with homework;
- Improve their basic academic skills or to learn English; and
- To obtain skills for a job.

Other parents enrolled to qualify for further educational opportunities or for purely social or self-satisfaction reasons.

On average, families participated in the program for nearly six months. Employment status, English language needs, and motivation appeared to impact family participation in the program.

- Families with adults who participated in more than 50 hours of adult education were more likely to be headed by welfare recipients or parents with English language proficiency needs than by employed adults;
- Fully employed parents were much less likely to participate in family literacy services than those who were employed part-time or who were unemployed; and
- Participants listing employment, scheduling problems, or a general lack of interest in participating in educational services as reasons for withdrawal participated in significantly fewer hours of instruction than families not listing those reasons.



Adults' Basic Skills Improved

Family literacy programs chose among five standardized instruments to assess adults' academic or English language skills. These instruments included the Tests of Adult Basic Education (TABE), Adult Basic Learning Examination (ABLE), Basic English Skills Test (BEST), Comprehensive Adult Student Assessment System (CASAS), and the General Education Diploma (GED) and GED Practice Tests.

Data from these instruments demonstrated that adults made significant gains in academic and English language skills. While participating in family literacy programs, test scores indicated that:

- Adults demonstrated significant gains in reading, mathematics, language usage, and spelling;
- Adults demonstrated significant gains in oral and written English language proficiency;
- Adults demonstrated significant gains in writing, social studies, science, literature and the arts; and
- Over half of the adults completing the five General Education Diploma (GED) Tests received passing scores.

Parents Achieved Personal Goals

On average, each parent set two personal goals during the program year. These goals addressed academic, employment, family, quality of life, and/or English language skills.

- The majority, (77 percent), of adults set an academic goal such as taking or achieving the GED, furthering their education, or improving academic skills. Over one-quarter of the adults who set this as a goal achieved it during the 1998-99 program year;
- Slightly more than one-third set an employment goal such as getting a job or advancing in a job, developing computer skills or decreasing their dependence on public assistance; and nearly half of those who set an employment goal achieved it during the program year;
- Nearly one-quarter of the adults set "quality of life" or English language skills. Quality of life goals included getting a driver's license, addressing health issues, and becoming a citizen. Overall, 12 percent achieved one of these goals; and
- Another 17 percent of adults set goals related to family life, such as developing their parenting skills, improving life for their families, obtaining better housing, or helping children with homework. At the end of the program year, 10 percent of those who set an family goal had achieved it.

Parents Supported Their Children's Literacy Development

Family literacy programs measured changes in literacy-related activities that

parents engaged in with their children. This was administered when the family entered the program and again when they left the program or at the end of the program year. Parents reported how often they 1) engaged in literacy-related activities with their children, 2) volunteered in their children's classrooms, and 3) contacted their children's school. The results indicated that:

- Parents read to their children more often;
- Children read to their parents more often;
- Children read for fun more often;
- Parents took their children to a place with a large number of books, such as a library, bookmobile, or literacy program more often;
- Parents volunteered in their children's schools more frequently;
- Parents talked with their children more often about school;
- Parent knew how to find out how their child was doing in school; and
- Parents talked with their child's teacher more often and were more likely to speak with them about positive school behavior and good academic progress.

"I used to just read the book to my son. Now we talk about the pages and different colors. More than just read it and be done and go to the next book."

Focus group of parents participating in family literacy program, June 1999

"My son is more interested in going to school. This year, he only missed five days out of the year compared with ten a year ago."

Focus group of parents participating in family literacy program, June 1999

Children Entered School Ready to Learn

Family literacy programs chose among three criterion-referenced, assessment instruments to assess children who ranged in age from birth to five years of age. The instruments included the High/Scope Child Observation Record (COR), Work Sampling System (WSS), Learning Accomplishment Profile-Revised (LAP-R), and Early Learning Accomplishment Profile (ELAP).

Data from the early childhood assessment instruments demonstrated that children made significant developmental gains in a range of skill areas, while attending early childhood family literacy programs. These gains suggest that children are acquiring the skills necesary to be "ready for learning" in preparation for school or any other learning environment. While participating in family literacy programs, children demonstrated significant developmental gains in emergent literacy, numeracy, and language skills; general cognitive skills; gross and fine motor skills; and social behavior and emotional well-being. These gains were evident in scores in the following domains:

- Personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development;
- Initiative, social relations, creative representation, music and movement, language and literacy, and logic and mathematics; and
- Gross motor, fine motor, cognitive, language, self-help, and social/emotional or personal/social, and for LAP-R only, and pre-writing.

Children Were Successful in School

At the end of the school year, elementary school teachers completed a report on each child participating in a family literacy program in his/her classroom. This informal checklist documented a participating child's overall school performance, progress the child made throughout the year, school attendance, and additional accomplishments observed by the teacher. Definitions for school performance are based on the Title I achievement categories that are currently used in Pennsylvania elementary schools. Based on these ratings for participating children,

- Nearly 90 percent showed gains in skills when rated on overall school performance;
- Half made progress by moving from a lower category, and 42 percent made progress but stayed within the same category; and
- Although approximately half were proficient in reading, writing, and mathematics in terms of overall

Additional Teacher-Reported Accomplishments Of School Aged Children	Percent
Talks positively about school	66%
Is more interested in learning	66%
Reads more books	58%
Has more friends	55%
Has higher self-esteem	49%
Has an increased involvement in activities	47%
Shares more information with adults	46%
Displays fewer discipline problems in the classroom	40%
Goes to the library more often	13%
Other	10%

achievement, nearly 80 percent displayed gains in those skills throughout the school year.

Teachers were also asked to indicate additional accomplishments observed during the school year.

- Two-thirds of participating children had begun talking positively about school and had become more interested in learning; and
- Nearly 60 percent also were reading more books. Children displayed more positive behaviors during school hours, such as fewer discipline problems in the classroom, having more friends, talking positively about school, and increased self-esteem.

The examination of children's attendance, as indicated by teachers at the end of the school year, revealed few differences .

- The majority of children were absent zero to five days in both the first and second halves of the school year (first half: 66 percent; second half: 55 percent); and
- The number of children absent six to ten days increased by 10 percent from the first half of the year to the second half of the year. This could be due, however, to increased illness of children during the winter months.

Family Economic Status Improved

Families experienced some changes to adults' employment status over the program year. These changes are mixed and are likely to reflect local economic considerations. Although most adults had no change in their employment status,

- 14 percent obtained either part-time or full-time employment;
- Another 15 percent of those who had been employed part-time gained full-time employment at the end of the year;
- Nearly as many moved from part-time employment to unemployment during the same time; and
- For those employed full-time, 9 percent became employed part-time and 8 percent became unemployed.

...nearly 90% showed gains in skills when rated on overall school performance...

Families also experienced some changes to family income over the program year. Although two thirds of the families had no change to their family income during the program year,

- The overall average family income increased from $8,100 to $8,400 by the end of the program year;
- For those adults who were employed, the percent receiving benefits from their employers increased from 19 percent to 25 percent; and
- Although 7 percent of the families began receiving public assistance during the program year, a large percentage (12 percent) saw a decrease in their dependence on assistance.

The overall average family income increased from $8,100 to $8,400 by the end of the program year.

Programs Built Community Collaboration

Family literacy programs depend on building effective partnerships to serve participants. Each program must provide adult education, early childhood education, parent education, and joint parent and child activities. In addition, family literacy staff often act as a liaison, assisting parents in accessing other community resources. No one program can provide all of these resources; the range of these services necessitates community networking and collaboration to meet the families' educational and support services needs. Collaboration can be defined in various ways, depending on the level of commitment to common goals and sharing resources (Melaville, and Blank, 1991). Collaboration involves developing common goals to address issues and situations beyond any of the partner agencies' usual responsibilities. As a result of these common goals, collaborators pool resources and jointly plan and implement new services or procedures. A less intense level of commitment is cooperation. In cooperation, partners help each other meet their respective organizational goals. This usually occurs without making changes to the services they currently provide or in regulations governing them.

Surveys were sent to agencies and organizations that family literacy providers had listed as partners and local collaborators. Responses were received from agencies and organizations working with 42 family literacy providers. Generally, respondents reported that they had worked with their local family literacy program for two to three years. Over three-fourths also reported that they had been active collaborators during the past 12 months. Findings from the survey of agencies and organizations working with family literacy programs underscored both the positive and negative aspects of developing collaborations.

On the positive side, bridges were being built among local agencies and organizations serving families. Ongoing communication and networking among agencies serving family literacy participants was beneficial to all parties as illustrated in the following survey responses:

- Family literacy programs "introduced people to the library who might not otherwise come";
- The partnership helped "our agency to become more aware of the needs and services required for families in this area. [It] exposed our own services to more families in our county";

- Family literacy connections "expanded services to Head Start families, and strengthened the relationship with a local community college";
- The family literacy program "provided our school district with an additional resource to help families and children who are most in need of support to help their youngest children experience school success";
- The family literacy partnership "enabled us to reach a portion of the population—young mothers and fathers with children—that have never been interested in the literacy council's services"; and
- "Our participants need help with job training and/or literacy. This program gives us a local referral to our participants in need of such services."

Respondents also noted that the strength of the family literacy programs was in their flexibility and creativity, emphasis on networking and case management, focus on the whole family, and excellent and dedicated staff.

On the other hand, building viable local collaborations is time-consuming. As a result, survey respondents also indicated areas in which improvements are needed:

- The level of commitment was often limited to simple cooperation, such as shared information and referrals;
- Almost half indicated that they attended family literacy advisory group meetings; however, family literacy staff's attendance at their organizations' advisory group meetings was less common;
- Partners reported that participation in staff cross-training or in regular informational meetings was limited;
- Better communication between family literacy staff and partners was needed;
- Improving the reporting system to clarify partners' responsibilities was also a common area of concern;
- "As more of our families become involved, collaborative planning for their needs and our services" must be addressed; and
- "In many ways, it could be a more active partnership. It could be done more willingly. If we could work more closely with the literacy group, we could eliminate .... frustrations and be more successful in achieving common goals."

Respondents also noted the need for better community awareness and publicity about the program and additional funding to expand services to other parts of their community or county.

"The family literacy program has allowed us to build connections with local agencies and provide services for families in need. It has provided us with innovative ideas to improve our program and wonderful trainings to develop our staff."

Family literacy partner survey response, June 1999

Families Gained Access to Support Services

Families often face barriers that limit their ability to participate in family literacy programs. Program staff, therefore, attempt to connect families with services that support the parents' and children's continued participation in family literacy. Family literacy staff, working with partners and local agencies, helped families in receiving needed support services. As a result of these efforts:

- One-third began receiving new employment and training services;
- Over one-quarter began receiving transportation and childcare services;
- Nearly 20 percent began receiving professional counseling services;
- 14 percent received health-related services;
- 14 percent received services of a translator; and
- Although the majority of children in the program did not require educational support services, one-quarter began receiving early intervention, Title I, special education, or English as a second language (ESL) services.

Conclusions and Recommendations

Conclusions

The evaluation addressed three key questions. Findings indicate that Pennsylvania's family literacy programs are meeting their goals and providing family-centered, integrated educational services for eligible families.

To what extent did family literacy programs identify and recruit eligible and "most in need" families?

Evaluation findings indicated that family literacy programs did recruit eligible and "most in need" families. Eligible families were those with young children and with at least one adult having an educational need. All enrolled families had young children. Parents also had limited formal schooling and/or limited proficiency with the English language. Generally, parents enrolled in family literacy programs received public assistance and were not employed.

To what extent did families participate in the educational and support services offered through the family literacy program?

The findings also indicated that families participated fully in the family literacy program and gained access to needed support services. Generally, families participated in the program for nearly six months. During that time, parents and children participated together in PACT and other family activities. Parents also participated in adult basic and parent education while their children participated in preschool and elementary education or developmentally appropriate child care. With the help of family literacy staff, families also began to receive additional support services, as necessary

What impact did the family literacy program have on participating families?

Pennsylvania's family literacy programs were successful in providing education

leading to statistically significant improvements in adults' academic skills and in significant changes in families economic status. While participating in family literacy programs, adults significantly improved their academic or English language skills. Families also experienced changes to adults' employment status over the program year with a significant number of parents becoming either part-time or full-time workers. Overall, families experienced a slight increase to family income and a decrease in their dependence on assistance over the program year.

Parents reported that they had increased the number and types of literacy-related activities they participated in with their children. For example, they read more often to their children, and their children read more often to them. Parents also volunteered in their children's schools, spoke with their children's teachers, and talked with their children about school more often.

These programs also appeared to have a positive impact on preschool children's readiness to learn and school-age children's success in school. Preschool children made significant developmental gains in emergent literacy, numeracy, and language skills. Elementary school teachers reported that school-aged children demonstrated gains in academic areas, suggesting that these children would enter school ready to learn and were more positive about schooling.

These changes in skills and behaviors attest to family literacy programs' ability to impact family learning.

Recommendations

The findings also suggested three broad areas in which family literacy programs might improve services.

1 Newly established family literacy programs need ongoing technical assistance and support to help them establish effective procedures for identifying and recruiting families eligible for the program's services.

When experienced programs (i.e., number of years of operation) were considered, data suggested that more experienced programs had a greater number of families, adults and children recruited into the program. Families enrolled in the more established programs also participated for longer periods of time than those in new programs—although this calculation includes carry-over families (i.e., those who participated in the program in previous years). On the other hand, the overall percentage of adults who accumulated more than 12 hours of adult education instruction does not vary significantly between the new and more established programs. This suggests that established programs are more successful with initial recruitment and support of families' continued participation than new programs. However, once parents are actively participating in the program, those differences begin to disappear.

"Interagency collaborations represent one of the most challenging and important features to restructure services. . . . They involve new relationships between and among service providers and the children and families they serve. In short, they require change."

Brunet, Kunesh, and Knuth, 1992, p. 7.

2 All family literacy programs need assistance in building effective local collaborations that move beyond simple referral services.

Findings from the survey of collaborating agencies and organizations indicated that most of the relationships are, in fact, simply cooperation rather than more systematic collaborative agreements. Most survey respondents indicated that lack of ongoing communication and of systematic cross training were barriers to improving their relationships with family literacy providers. On the other hand, these same respondents reported that the relationships were developing and had provided additional needed services to families that they were serving through their programs. In addition, respondents indicated that connections with the family literacy programs had had a positive impact on their services and that their services were benefiting the family literacy programs also. These findings underscore the need for family literacy staff to continue to work with local agencies and organizations and to be the catalysts for developing effective collaborative relationships.

Although some programs had established collaborative relationships, little evidence existed that more meaningful levels of commitment have been forged. It appears that two situations contributed to the limited nature of current collaborations. First, family literacy programs are mandated to collaborate with local entities to provide integrated educational services. On the other hand, potential collaborating agencies and organizations are not required to do so. In addition, local entities may not have sufficient funds to share with family literacy programs. For example, Head Start programs may not have funds to support additional early childhood educators to work with children enrolled in the family literacy program. This suggests that policies governing the various agencies serving families should be examined and possibly revised to reduce barriers to collaboration.

3 **Family literacy programs should explore alternative delivery systems to meet the needs of families who find that work responsibilities make it difficult or impossible to continue participating in the program.**

Although programs were successful in recruiting eligible families and in providing educational services, some families decided to withdraw from participation. The most common reasons for withdrawing were employment, scheduling, and lack of interest. Unfortunately, parents who leave family literacy programs to enter the workforce are not necessarily prepared for success in the workplace. They continue to need educational services; however, they have neither the time nor the energy to participate. Therefore, family literacy programs should address employment and scheduling issues through exploration of new delivery systems such as distance learning or evening and weekend sessions. In addition, alternative instructional frameworks might be identified to motivate eligible adults and their children to participate in the program's services.

Tables

Table 1. Participant Characteristics: Families' Income and Adults' Employment Status

Characteristic	Even Start Programs Percent	Act 143 Programs Percent	Total Percent
Family Income			
Less than $3,000	15%	24%	18%
$3,000 to $6,000	29%	32%	30%
$6,000 to $9,000	14%	13%	14%
$9,000 to $12,000	13%	12%	13%
$12,000 to $15,000	8%	6%	7%
$15,000 to $19,000	9%	5%	8%
$19,000 or more	12%	7%	10%
Total	100%	99%	100%
Average Family Income (mean)			
Employment Status			
Employed Full-time	13%	6%	10%
Employed Part-time	14%	10%	13%
Full-time Homemaker	24%	37%	29%
Unemployed/ Laid Off/On Leave	49%	47%	49%
Total	100%	100%	101%
Employment Status by ESL Status			
Among ESL Participants			
Employed Full-time	13%	10%	12%
Employed Part-time	8%	7%	8%
Full-time Homemaker	43%	45%	44%
Unemployed/ Laid Off/On Leave	36%	38%	37%
Total	100%	100%	101%
Among Non-ESL Participants			
Employed Full-time	12%	4%	8%
Employed Part-time	16%	11%	14%
Full-time Homemaker	22%	36%	29%
Unemployed/ Laid Off/On Leave	50%	49%	50%
Total	100%	100%	101%
Among Employed Participants: Job Includes Benefits			
Yes	18%	21%	20%
No	82%	79%	81%
Total	100%	100%	101%
On Public Assistance			
Yes	62%	68%	64%
No	38%	32%	36%
Total	100%	100%	100%

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Table 2. Participant Characteristics: Adults' Educational Attainment

Characteristic	Even Start Programs Number	Even Start Programs Percent	Act 143 Programs Number	Act 143 Programs Percent	Total Number	Total Percent
Non-ESL Participants:						
Highest Grade Completed						
8th grade or less	115	16%	60	13%	175	15%
9th grade	123	17%	92	20%	215	19%
10th grade	163	23%	77	17%	240	20%
11th grade	132	19%	82	18%	214	19%
12th grade or GED	151	21%	113	25%	264	23%
Special Education Diploma	8	1%	4	1%	12	1%
Some Post-Secondary Schooling	16	2%	25	6%	41	4%
Total	708	99%	453	100%	1161	101%
Average Highest Grade Completed (median)	10		10		10	
ESL Participants:						
Highest Grade Completed						
8th grade or less	18	28%	3	9%	21	19%
9th grade	7	11%	1	3%	8	7%
10th grade	1	2%	0	0%	1	1%
11th grade	5	8%	0	0%	5	4%
12th grade	18	28%	17	53%	35	41%
Special Education Diploma	0	0%	0	0%	0	0%
Some Post-Secondary Schooling	15	23%	11	34%	26	29%
Total	64	100%	32	99%	96	101%
Average Highest Grade Completed (median)	12		12		12	
Characteristic:						
Adult Participant is Still in High School						
Yes					42	2.5%
No					1648	97.5%
Total					1690	100.0%

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Table 3. Participant Characteristics: Adults' Marital Status and Ages of Participants

Characteristic	Even Start Programs Number	Even Start Programs Percent	Act 143 Programs Number	Act 143 Programs Percent	Total Number	Total Percent
Marital Status						
Married	403	40%	213	34%	616	37%
Single	455	45%	308	50%	763	47%
Divorced/Separated/Widowed	57	6%	68	11%	125	9%
Single, Living with Partner	105	10%	32	5%	137	8%
Total	1020	101%	621	100%	1641	101%
Marital Status by ESL Status						
Among ESL Participants						
Married	52	71%	37	84%	37	84%
Single	9	12%	3	7%	3	7%
Divorced/Separated/Widowed	5	7%	2	4%	2	4%
Single, Living with Partner	7	10%	2	4%	2	4%
Total	73	100%	44	99%	44	99%
Among Non-ESL Participants						
Married	289	36%	158	29%	158	29%
Single	384	49%	289	54%	289	54%
Divorced/Separated/Widowed	41	5%	62	12%	62	12%
Single, Living with Partner	76	10%	25	5%	25	5%
Total	790	100%	534	100%	534	100%
Age of Adult Participants						
17 and under	75	7%	25	4%	100	5%
18 to 20	197	19%	78	13%	275	16%
21 to 25	263	25%	130	22%	393	24%
26 to 35	363	35%	256	42%	619	39%
36 to 50	116	11%	104	17%	220	14%
51 to 65	19	2%	9	2%	28	2%
66 and over	1	0%	0	0%	1	0%
Total	1034	99%	602	100%	602	101%
Average Age	27		29		28	
Age of Enrolled Children						
less than 12 months	304	22%	75	10%	379	16%
12 to 23 months (1 year)	179	13%	73	10%	252	12%
24 to 35 months (2 years)	179	13%	82	11%	261	12%
36 to 47 months (3 years)	215	16%	118	16%	333	16%
48 to 59 months (4 years)	218	16%	131	18%	349	17%
60 to 71 months (5 years)	141	10%	93	13%	234	12%
72 to 83 months (6 years)	78	6%	48	7%	126	7%
84 to 95 months (7 years)	46	3%	62	8%	108	5%
96 months and over (8 years+)	10	1%	49	7%	59	4%
Total	1370	100%	731	100%	2101	101%
Average Age	3 yrs.	4 yrs.		4 yrs.		

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Table 4. Participant Characteristics: Ethnicity and Adults' Need for ESL Services

Characteristic	Even Start Programs Number	Even Start Programs Percent	Act 143 Programs Number	Act 143 Programs Percent	Total Number	Total Percent
Race/Ethnicity of Adults						
Caucasian	499	47%	271	43%	770	45%
African American	277	26%	202	32%	479	29%
Hispanic	233	22%	108	18%	341	20%
Asian	22	2%	11	2%	33	2%
Native American	12	1%	5	1%	17	1%
Other	23	2%	28	5%	51	4%
Race/Ethnicity of Children						
Caucasian	665	45%	348	46%	1003	45%
African American	418	28%	247	32%	665	30%
Hispanic	316	21%	129	17%	445	19%
Asian	32	2%	13	2%	45	2%
Native American	13	1%	3	0%	16	1%
Other	70	4%	32	4%	102	4%
Adults are ESL Participants						
Yes	75	8%	44	8%	119	8%
No	807	92%	537	92%	899	92%
Total	882	100%	581	100%	1018	100%

Table 5. Family Participation

Characteristic	Even Start Programs Number	Even Start Programs Percent	Act 143 Programs Number	Act 143 Programs Percent	Total Number	Total Percent
Relationship of Adult to Enrolled Children						
Mother	882	85%	511	85%	511	85%
Father	115	11%	61	10%	61	10%
Grandmother	20	2%	11	2%	11	2%
Grandfather	0	0%	0	0%	0	0%
Other Relative	15	1%	12	2%	12	2%
Other	9	1%	3	1%	3	1%
Total	1041	99%	598	100%	598	100%
Number of Children Enrolled						
0 (parent is pregnant)	11	1%	4	1%	4	1%
1	614	63%	444	78%	444	78%
2	253	26%	85	15%	85	15%
3	81	8%	29	5%	29	5%
4	17	2%	8	1%	8	1%
5 or 6	0	0%	2	0%	2	0%
Total	976	100%	572	100%	572	100%

Table 6. Participation in Adult Education:

Hour of Instruction During 1998-1999 PY Adult Education (adult participants)	Even Start Family Literacy Programs Number	Even Start Family Literacy Programs Percent	Act 143 Family Literacy Programs Number	Act 143 Family Literacy Programs Percent
0.25 - 11 hours	269	28%	115	20%
12 - 49 hours	293	31%	187	32%
50 - 99 hours	190	20%	106	18%
100 - 199 hours	122	13%	89	15%
200 or more hours	83	9%	86	15%
Total	957	100%	583	100%
Average number of hours (median)	28.2		44.5	
Average number of hours for enrolled adults (12 hours or more)		63.0		67.5

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Table 7. Participation in Parent and Early Childhood Education and PACT and Length of Time in Program:

Hour of Instruction During 1998-1999 PY	Number	Percent
Parent Education (adult participants)		
0.25 - 11 hours	780	55.2%
12 - 49 hours	479	33.8%
50 - 99 hours	121	8.5%
100 or more hours	36	2.5%
Total	1416	100.0%
Avg number of hours for enrolled adults (12+ hours)		15.0
Early Childhood Education (child participants)		
0.25 - 11 hours	248	17.6%
12 - 49 hours	264	18.7%
50 - 99 hours	160	11.3%
100 or more hours	250	17.7%
200 or more hours	489	34.7%
Total	1411	100.0%
Avg number of hours for children with enrolled parent (12+ hours)		139.2
Pact (families)		
0.25 - 11 hours	708	53.4%
12 - 49 hours	485	36.5%
50 - 99 hours	104	7.8%
100 or more hours	30	2.3%
Total	1327	100.0%
Avg number of hours for families with enrolled adult (12+ hours)		14.8
Home Visits (families)		
1 - 2 visits	224	26.0%
3 - 4 visits	181	21.0%
5 - 6 visits	128	14.9%
7 - 8 visits	83	9.6%
9 - 10 visits	80	9.3%
11 - 15 visits	75	8.7%
16 or more visits	90	10.5
Total	861	100.0%
Avg number of visits for families adult with (12+ hours)		3.0
Avg number of visits for families; adult with <12+ hours		5.0
Number of Months in the Program		
Less than 1 month (less than 30 days)	63	4.9%
1 - 3 months (30 - 90 days)	253	19.8%
4 - 6 months (91 - 180 days)	340	26.7%
7 - 9 months (181 - 270 days)	190	14.9%
10 - 12 months (271 - 365 days)	99	7.8%
More than 12 months (more than 365 days)	330	25.9%
Total	1275	100.0%
Average number of days in program (median)		174 days (5.7 months)

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Table 8. Comparison of Adults' Pretest and Posttest Scores on Skill Assessments

Area	Number	Pretest Mean	Posttest Mean	Mean Difference (Post - Pre)	t	
Comparison of Pretest and Posttest TABE Scores (Complete Battery and Survey)						
Reading	191	529.8	546.6	16.8	3.882	***
Math	171	505.6	527.3	21.6	5.808	***
Language	133	512.6	534.4	21.8	3.839	***
Spelling	101	509.2	528.0	18.8	2.542	*
Total	127	520.4	541.6	21.2	5.012	***
Comparison of Pretest and Posttest GED Scores: Official Practice Test on Pretest vs. GED on Posttest						
Writing Skills	34	43.6	46.7	3.1	4.470	***
Social Studies	30	46.4	49.5	3.2	3.335	**
Science	38	43.8	47.4	3.6	3.955	***
Literature & the Arts	38	45.1	48.5	3.3	2.970	**
Mathematics	24	44.2	46.3	2.1	1.722	
Composite	32	226.0	241.0	14.9	5.246	***
Comparison of Pretest and Posttest Official Practice GED Test Scores						
Writing Skills	42	42.8	46.3	3.5	5.190	***
Social Studies	43	43.6	47.8	4.2	5.430	***
Science	47	43.1	46.6	3.6	4.307	***
Literature & the Arts	50	43.4	47.4	4.0	4.068	***
Mathematics	27	44.7	46.6	1.9	1.586	
Composite	12	213.3	237.3	24.0	5.200	***
Comparison of Pretest and Posttest BEST and CASAS Scores						
Best						
Core Oral	81	37.2	46.6	9.4	8.656	***
Literacy Skills	44	47.2	55.4	8.2	4.698	***
CASAS Composite	19	232.7	234.9	2.2	2.737	*

* p<.05 ** p<.01 *** p<.001

Table 9. Analysis of Pretest and Posttest Parent-Child Literacy Activities Scores

Parent-Child Literacy Activities	Number	Pretest Mean	Posttest Mean	Mean Difference (Post - Pre)	t	
Reading Activities						
Frequency parent reads to child	829	2.9	3.5	0.6	15.904	***
Frequency child reads to parent	511	2.7	3.3	0.6	11.492	***
Frequency child reads for fun	532	2.9	3.5	0.5	9.978	***
Frequency parent takes child to place with a large number of books	657	2.1	2.8	0.6	11.289	***
Volunteering in the School						
Frequency parent volunteers in child's classroom	450	2.1	2.4	0.3	3.890	***
Frequency parent volunteers for other school activities	446	2.0	2.3	0.3	4.619	***
Other Aspects of School Involvement						
Frequency talk with child about school	436	4.5	4.7	0.2	4.981	***
Parent's comfort with how child doing in school	423	2.6	2.7	0.1	4.160	***
Parent know how to find out how child is doing in school	425	0.95	1.0	0.05	4.576	***
Frequency parent speaks with child's teacher	432	4.9	5.3	0.4	6.858	***
Time Spent Doing Activities Together						
Amount of time parent spends with child each day	773	5.5	5.7	0.2	4.465	***
Amount of time child spends with friends or siblings each day	740	5.3	5.5	0.2	4.504	***

*** p<.001

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Table 10. Analysis of Time 1 and Time 2 Family Literacy WSS Developmental Checklist Scores

Domain	Number	Time 1 Mean	Time 2 Mean	Mean Difference (Time 2 – Time 1)	t	
P-3						
Chronological Age	3	39	44	5		
Personal & Social Development	3	1.6	2.3			
Language & Literacy	3	1.6	2.1			
Mathematical Thinking	3	1.6	2.0			
Scientific Thinking	3	1.5	1.9			
Social Studies	3	1.5	1.8			
The Arts	3	1.6	1.7	nc		
Physical Development	3	1.6	2.2			
P-4						
Chronological Age	12	50	56	5.5		
Personal & Social Development	12	1.6	2.2	0.6	9.468	***
Language & Literacy	12	1.8	2.2	0.4	7.522	***
Mathematical Thinking	12	1.7	2.4	0.7	15.299	***
Scientific Thinking	12	1.7	2.4	0.6	14.123	***
Social Studies	12	1.7	2.3	0.6	11.822	***
The Arts	12	1.7	2.4	0.6	7.826	***
Physical Development	12	1.8	2.3	0.6	9.493	***
K						
Chronological Age	5	58	62	4		
Personal & Social Development	5	2.3	2.6			
Language & Literacy	5	2.2	2.5			
Mathematical Thinking	5	1.7	2.1	nc		
Scientific Thinking	5	1.7	2.4			
Social Studies	5	1.7	2.3			
The Arts	5	2.1	2.5			
Physical Development	52.1	2.1	2.6			

nc not computed due to the small sample size
*** p<.001

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Table 11. Comparison of Time 1 and Time 2 COR Scores

Developmental Skill Areas	Number	Time 1 Mean	Time 2 Mean	Mean Difference Time 2 - Time 1)	t	
Chronological Age	109	51	56	5		
Initiative	109	3.0	3.7	0.7	13.750	***
Social Relations	109	2.9	3.7	0.8	11.797	***
Creative Representation	109	3.0	3.7	0.7	11.680	**
Music and Movement	109	3.1	3.8	0.6	11.174	***
Language and Literacy	109	2.5	3.1	0.6	14.805	***
Logic and Mathematics	109	2.4	3.1	0.6	12.039	***
Overall Average	109	2.8	3.5	0.7	15.975	***

*** p<.001

Table 12. Comparison of Time 1 and Time 2 ELAP Scores

Area	Number	Time 1 Mean	Time 2 Mean	Mean Difference Time 2 - Time 1)	t	
Chronological Age	15	11	15	4		
Gross Motor	15	11.6	16.7	5.1	9.468	***
Fine Motor	15	11.1	16.1	5.0	8.787	***
Cognitive	14	12.6	16.9	4.3	7.536	***
Language	13	12.1	16.8	4.8	7.938	***
Self-Help	8	18.8	22.2	3.5	3.862	**
Social/Emotional	14	11.0	17.2	6.2	5.043	***

*** p<.001

Table 13. Comparison of Time 1 and Time 2 LAP-R Scores

Area	Number	Time 1 Mean	Time 2 Mean	Mean Difference Time 2 - Time 1)	t	
Chronological Age	44	55	60	5		
Gross Motor	38	59.8	65.0	5.2	5.259	***
Fine Motor	36	59.8	65.0	5.2	5.378	***
Cognitive	37	58.1	63.4	5.3	5.451	***
Language	36	55.5	63.2	7.7	4.600	***
Self-Help	36	59.8	63.5	3.7	3.325	**
Personal/Social	32	58.5	64.1	5.6	4.360	***
Pre-Writing	36	56.9	61.4	4.5	5.084	***

** p<.01 *** p<.001

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Tables

Table 14. End of the Year School Progress Report

Category	Number	Percent
Child's Overall School Performance		
Novice	41	12%
Partially proficient	112	33%
Proficient	160	47%
Advanced	28	8%
Total	341	100%
Overall Progress Made During the School Year		
Showed a decrease in skills	8	2%
Stayed the same	33	10%
Showed a gain in skills	295	88%
Total	336	100%
Movement During the School Year		
Moved from a lower category	142	50%
Stayed the same	119	42%
Moved from a higher category	24	8%
Total	285	100%
Child's Overall Performance in Reading		
Novice	51	15%
Partially proficient	112	34%
Proficient	133	40%
Advanced	36	11%
Total	332	100%
Child's Overall Performance in Writing		
Novice	67	20%
Partially proficient	109	33%
Proficient	135	41%
Advanced	21	6%
Total	332	100%
Child's Overall Performance in Mathematics		
Novice	47	14%
Partially proficient	90	27%
Proficient	169	50%
Advanced	29	9%
Total	335	100%
Progress Made in Reading During the School Year		
Showed a decrease in skills	6	2%
Stayed the same	50	15%
Showed a gain in skills	269	83%
Total	325	100%

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Table 14. (Continued)

Category	Number	Percent
Progress Made in Writing During the School Year		
Showed a decrease in skills	5	1%
Stayed the same	74	23%
Showed a gain in skills	245	76%
Total	324	100%
Progress Made in Mathematics During the School Year		
Showed a decrease in skills	11	3%
Stayed the same	54	17%
Showed a gain in skills	258	80%
Total	323	100%
Movement in Reading During the School Year		
Moved from a lower category	147	52%
Stayed the same	111	40%
Moved from a higher category	22	8%
Total	280	100%
Movement in Writing During the School Year		
Moved from a lower category	135	48%
Stayed the same	127	46%
Moved from a higher category	16	6%
Total	278	100%
Movement in Mathematics During the School Year		
Moved from a lower category	130	46%
Stayed the same	127	45%
Moved from a higher category	24	9%
Total	281	100%

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Tables

Table 15. Recruitment Factors Influencing Adult Participants

Recruitment Factors	Number	Percent
How Adult Found Out About Program		
Television	5	0.3%
Radio	1	0.1%
Brochure/flyer/newspaper	214	13.8%
Word of mouth	568	36.7%
Referred	603	38.9%
Referred by professional	505	32.6.%
Referred by public assistance	100	6.4%
Other	303	19.6%
Reason for Participating in Program		
Education - related	1408	84.5%
Improve basic skills	539	32.3%
Get GED	974	58.4%
Learn English	268	16.1%
Get a job	558	33.5%
Help child	1066	63.9%
Help child develop skills	968	58.1%
Help child with schoolwork	512	30.7%
Qualify for opportunities	202	12.1%
Self-satisfaction/Social reasons	237	14.2%
Required by agency	38	2.3%
Not Sure	8	0.5%
Other	169	10.1%

Table 16. Reasons for Leaving by Enrollment Status

	Less than 12 hours of Adult Ed Instruction (n=352)		12 or more hours of Adult Ed Instruction (n=939)		
Reasons for Leaving	**Number**	**Percent**	**Number**	**Percent**	
Employment/Advanced in Job	47	13.4%	91	9.7%	+
Attends other educational program	9	2.6%	29	3.1%	
Moved/Moving	32	9.1%	59	6.3%	+
No longer Eligible	9	2.6%	15	1.6%	
Scheduling problems	47	13.4%	43	4.6%	***
Lack of Interest	53	15.1%	39	4.2%	***
Transportation problems	3	0.9%	12	1.3%	
Childcare problems	5	1.4%	13	1.4%	
Not what expected	4	1.1%	5	0.5%	
Information not available	25	7.1%	29	3.1%	***
Other	51	14.5%	157	16.7%	
End of program year	11	3.1%	111	11.8%	***
Continued/NA	82	23.3%	313	33.3%	***

\+ p<.10
** p<.001

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Table 17. Factors Related to Hours of Participation in Adult Education

Factors	Hours				
	0	>0 - 11	12 - 49	50+	Mean
			Percent(%)		
ESL status (on exit)					
Yes	1.2%	5.3%	24.9%	68.6%	100.6
No	4.9%	25.5%	30.6%	39.0%	74.5
Race/Ethnicity					
Caucasian	5.3%	31.3%	34.5%	29.1%	48.3
Hispanic	3.7%	15.3%	26.5%	54.5%	111.3
African-American	2.8%	20.4%	26.6%	50.2%	87.6
Other	0%	12.9%	23.5%	63.5%	111.5
Marital Status					
Married	4.5%	23.2%	29.4%	43.0%	66.7
Single/Divorced/Separated/Widowed	3.4%	22.7%	30.4%	43.5%	82.2
Single, Living with Partner	6.1%	34.8%	34.8%	24.3%	52.0
Employment Status (on entry)					
Full-time	6.6%	26.4%	36.4%	30.6%	50.6
Part-time	7.2%	25.4%	30.9%	36.5%	64.5
Homemaker	2.8%	22.6%	29.7%	44.8%	87.8
Public Assistance Status					
Yes	2.9%	22.9%	30.3%	43.9%	85.3
No	5.5%	24.8%	30.3%	39.5%	60.7
Reasons for Withdrawal from the Program					
Employment/Advanced in job					
Yes	10.1%	23.9%	30.4%	35.5%	58.8
No	3.7%	22.7%	29.7%	43.8%	80.4
Scheduling Problems					
Yes	20.0%	32.2%	26.7%	21.1%	35.0
No	3.2%	22.1%	30.1%	44.5%	81.3
Lack of interest					
Yes	8.7%	48.9%	29.3%	13.0%	22.3
No	4.1%	20.9%	29.9%	45.2%	82.4
End of program year/Continuing					
Yes	1.8%	16.6%	26.3%	55.3%	107.7
No	6.1%	26.9%	32.1%	34.9%	59.0

Tables

Table 18. Change in Employment, Income and Welfare Status

Change in Status	Number	Percent
Change in Employment Status		
Intake: Unemployed/Laid-off/On-leave		
Exit:		
Employed full-time	61	10.8%
Employed part-time	61	10.8%
Homemakers	70	12.4%
Unemployed/Laid-off/On-leave	374	66.1%
Intake: Homemakers		
Exit:		
Employed full-time	22	6.2%
Employed part-time	30	8.4%
Homemakers	239	67.1%
Unemployed/Laid-off/On-leave	65	18.3%
Intake: Employed part-time		
Exit:		
Employed full-time	25	14.7%
Employed part-time	121	71.2%
Homemakers	5	2.9%
Unemployed/Laid-off/On-leave	19	11.2%
Intake: Employed full-time		
Exit:		
Employed full-time	98	81.7%
Employed part-time	11	9.2%
Homemakers	2	1.7%
Unemployed/Laid-off/On-leave	9	7.5%
Summary: Change in Employment Status		
No change in status	1003	82.8%
Unemployed/homemaker (intake) to employed	174	14.3%
Employed (intake) to unemployed/homemaker (exit)	35	2.9%
Total	1212	100.0%
Employed Participants with Benefits		
At Intake	36	19.0%
At Exit	86	25.1%
On Public Assistance		
Yes, same level as at intake	539	46.7%
Yes, but level of assistance is decreased	136	11.8%
Not on assistance at intake or exit	402	34.8%
Not on assistance at intake but receiving assistance at exit	77	6.7%
Total	1154	100.0%
Change in Family Income Between Intake and Exit		
No change	698	66.3%
Increased $3,000	136	12.9%
Increased $6,000 or more	69	6.5%
Decreased $3,000	105	10.0%
Decreased $6,000 or more	45	4.3%
Total	1053	100.0%
Average change in family income between intake and exit	+$300.	
Average Family Income at Intake (mean)	$8,100	
Average Family Income at Exit (mean)	$8,400	

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Table 19. Services Received at Exit/End of Program

Services	Number	Percent
Transportation Services	530	43.6%
Received from grantee/partner	466	39.5%
Received from community agency on referral	105	10.7%
Child Care Services	549	45.4%
Received from grantee/partner	497	41.6%
Received from community agency on referral	100	10.5%
Health-Related Services	553	44.0%
Received from grantee/partner	231	20.0%
Received from community agency on referral	402	37.6%
Professional Counseling Services	317	26.1%
Received from grantee/partner	229	19.4%
Received from community agency on referral	129	13.1%
Translator Services	165	14.0%
Received from grantee/partner	155	13.2%
Received from community agency on referral	58	6.1%
Employment and Training Services	484	39.6%
Received from grantee/partner	432	35.8%
Received from community agency on referral	130	13.3%
Other Services	217	20.0%
Received from grantee/partner	146	14.1%
Received from community agency on referral	91	10.0%

Table 20. Change in Services Received

Services from grantee/partner or community agency on referral from family literacy program	Number	Percent
Transportation Services		
New service (received on exit but not intake)	273	26.7%
Discontinued receiving service (received on intake but not exit)	35	3.4%
No change	714	69.9%
Total	1022	100.0%
Child Care Services		
New service (received on exit but not intake)	277	27.3%
Discontinued receiving service (received on intake but not exit)	44	4.3%
No change	695	68.4%
Total	1016	100.0%
Health-Related Services		
New service (received on exit but not intake)	146	13.7%
Discontinued receiving service (received on intake but not exit)	175	16.4%
No change	744	69.9%
Total	1065	100.0%
Professional Counseling Services		
New service (received on exit but not intake)	202	19.8%
Discontinued receiving service (received on intake but not exit)	59	5.8%
No change	760	74.4%
Total	1021	100.0%
Translator Services		
New service (received on exit but not intake)	136	13.8%
Discontinued receiving service (received on intake but not exit)	1	0.1%
No change	846	86.1%
Total	983	100.0%
Employment and Training Services		
New service (received on exit but not intake)	342	33.2%
Discontinued receiving service (received on intake but not exit)	36	3.5%
No change	652	63.3%
Total	1030	100.0%

Table 21. Special Service Needs for Children Identified Since Enrollment

Special Service Needs	Number	Percent
Early Intervention	67	7.7%
Title I	45	5.2%
ESL	96	11.0%
Special Education	29	3.3%
None	654	75.0%

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Descriptions of Adult Education Assessment Instruments

The Tests of Adult Basic and Literacy Education (TABE) are standardized, norm-reference tests designed to measure adults' basic skills achievement. The content areas measured are reading, language, mathematics, and spelling. There are two formats of the tests: The Complete Battery edition and the shorter Survey edition. The Complete Battery edition provides diagnostic information. Both the Complete Battery and the Survey edition include four overlapping levels (E, M, D, and A) which relate to target grade ranges between 1.6 and 14.9. The Complete Battery edition also includes a fifth level (literacy, or L) relating to a grade range of 0 to 1.9. This level assesses pre-reading and reading skills only. The administrator uses a Locator Test with both the Survey edition and the Complete Battery edition to help determine which level of a test should be used with a particular student. A Word List is available to assess the reading level of students whose reading abilities are thought to be weak. Administering the World List helps the administrator to determine whether the student can take the Locator Test for placement into Levels E, M, D, or A, or whether the student should take the Level L test. A Practice Exercise is also available to assist students who have little recent experience with taking standardized, paper and pencil tests. The Complete Battery and Survey editions are available in two forms, 7, and 8. For Levels L, E, M, D, and A, students listen to or read items and mark their responses directly in the test booklet or on a separate answer sheet. Three types of answer sheets are available. They may be hand-or machine-scored. The tests yield four types of scores: scale scores, percentile ranks, stanines, and grade levels.

The BEST (Basic English Skills Test) is a criterion-referenced, standardized assessment designed to measure limited-English speaking adults' achievement of English functional language skills. The test is designed to measure listening comprehension, speaking, reading, and writing. The test consists of two sections: an Oral Review Section and a Literacy Skills Section. The Oral Review Section includes a series of listening comprehension tasks, and yields scaled scores for listening comprehension, communication, and fluency. These scaled scores are combined to yield an Oral Interview Section total score. A reading task and a writing task are also included in the Oral Interview Section. Examinees' results on these two tasks may be used to determine whether it is appropriate to administer them to the Literacy Skills Section. With the Oral Interview Section, the examiner reads the items out loud and the examinee responds orally. The examiner scores the response and marks it in the Interviewer's Booklet or on a Scoring Sheet. The Literacy Skills Section includes a series of reading and writing tasks, and yields scaled scores for reading comprehension and writing. These scales scores are combined to yield an examinees read items in the examination booklet and mark their answers in the booklet. The examiner scores the responses at the completion of the assessment period

and marks them on a Scoring Sheet. The Best is available in two forms, B and C.

The GED Practice Tests are standardized, norm-referenced assessments designed to help adults determine their readiness to take the full-length GED tests. The practice tests include the same five subject areas as the full-length GED tests: Writing Skills, Social Studies, Science, Interpreting Literature and the Arts, and Mathematics. As on the full-length GED tests, the Writing test includes an essay portion. There are six forms of the tests available: AA, BB, CC, DD, EE, and FF. Students independently read directions for each test in the test booklets. Responses are marked on a separate answer sheet. Answer sheets may be hand scored. Scores on the tests are reported on the same standard scale score that is used on the full-length tests.

CASAS (Comprehensive Adult Student Assessment System) provides a framework for that links curriculum, assessment, and instruction for adult learners. CASAS developers have identified and organized over 300 basic skills competencies that provide the basis for the system. A variety of assessment instruments have been developed that can be used to determine an adult's mastery of the competencies in different contexts. CASAS has several subsystems, for example, the Employability Competency System, the Workforce Learning Systems, the Special Populations system, and the Life Skills system, targeted to specific needs of learners and programs. These systems provide a method for identifying learners' functional level, placing them in programs, diagnosing instructional needs, developing instructional plans, assessing learning, and certifying competence. Training is required to order materials and to implement CASAS system components.

The Adult Basic Learning Examination (ABLE) is a standardized, norm-referenced assessment designed to measure adults' level of educational achievement. The content areas measured are vocabulary, reading comprehension, spelling, language, number operations, and problem solving. There are two formats of the tests: the complete ABLE battery edition and the ABLE Screening Battery. The complete battery edition provides diagnostic information; the Screening Battery can be used to quickly obtain estimates of adult's performance in two areas, reading and mathematics. The ABLE battery is available in four levels geared toward adults with different levels of educational achievement and skill. Level 1 is geared towards adults with achievement levels/skills approximating grades 1-4; Level 2, grade 5-8; and Level 3, grades 9-12. Level 1 does not include a Language Subtest. The administrator may use Select ABLE, a locator instrument, to help determine which level of a test should be used with a particular student. Each level of the battery is available in two forms, E and F. In Level 1, students listen to or read items and mark their responses in the test booklet. In Levels 2 and 3, students read items and mark their responses on a separate answer sheet. Two types of answer sheets are available. They may be hand-or machine-scored. The tests yield five types of scores: scaled scores, percentile ranks, stanines, grade equivalents, and normal curve equivalents.

Descriptions of Early Childhood Assessment Instruments

The Work Sampling System (WSS) is comprised of seven developmental domains, including personal and social development; language and literacy; mathematical thinking; scientific thinking; social studies; the arts; and physical development. Each domain has performance indicators that are rated on a continuum of achievement (1=not yet; 2=in process; and 3=proficient) that show the degree to which children have acquired the skills, knowledge, and behavior reflected in the indicators.

The Child Observation Record (COR) includes domains that cover the spectrum of children's development, including initiative, social relations, creative representation, music and movement, language and literacy, and logic and mathematics. Thirty indicators fall within the six categories and under each indicator, five statements are listed that describe the child's behavior. Each statement is scored from one to five, where one equals a lower "level" of behavior and five equals a "higher" level. Based on observations of the child, the observer chooses the statement that best describes the highest level of behavior of the child.

The Learning Accomplishment Profile-Revised (LAP-R) and Early Learning Accomplishment Profile (ELAP) are slightly different assessment instruments, in that scores are in months as opposed to being rated on a scale. Children are observed over a much shorter time period (usually one to two weeks) to determine their "score" in each developmental domain. A "score" in months is a rough estimate of each child's developmental age or skill level. The six domains that measure skill development include gross motor, fine motor, cognitive, language, self-help, and social/emotional (ELAP) or personal/social (LAP-R), and for LAP-R only, pre-writing.

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